

UNM's Goal for Student Success and Wellbeing is ambitious; it aims to serve all New Mexicans and non-residents who attend, not simply the most fortunate or the most well-prepared New Mexicans.

GOAL TWO

STUDENT EXPERIENCE AND EDUCATIONAL INNOVATION:

Transform the educational experience by creating supportive, intellectually challenging, exciting, diverse, joyful learning environments both inside and outside of the classroom to ensure the lifelong success, upward social mobility, and engagement of all learners. Through the education of people, our University will contribute to the growth of societies in New Mexico and across the globe.

Dr. James Holloway
Provost & EVP for Academic Affairs

Dr. Eric Scott
Vice President for Student Affairs

Dr. Pamela Cheek
Vice Provost for Student Success



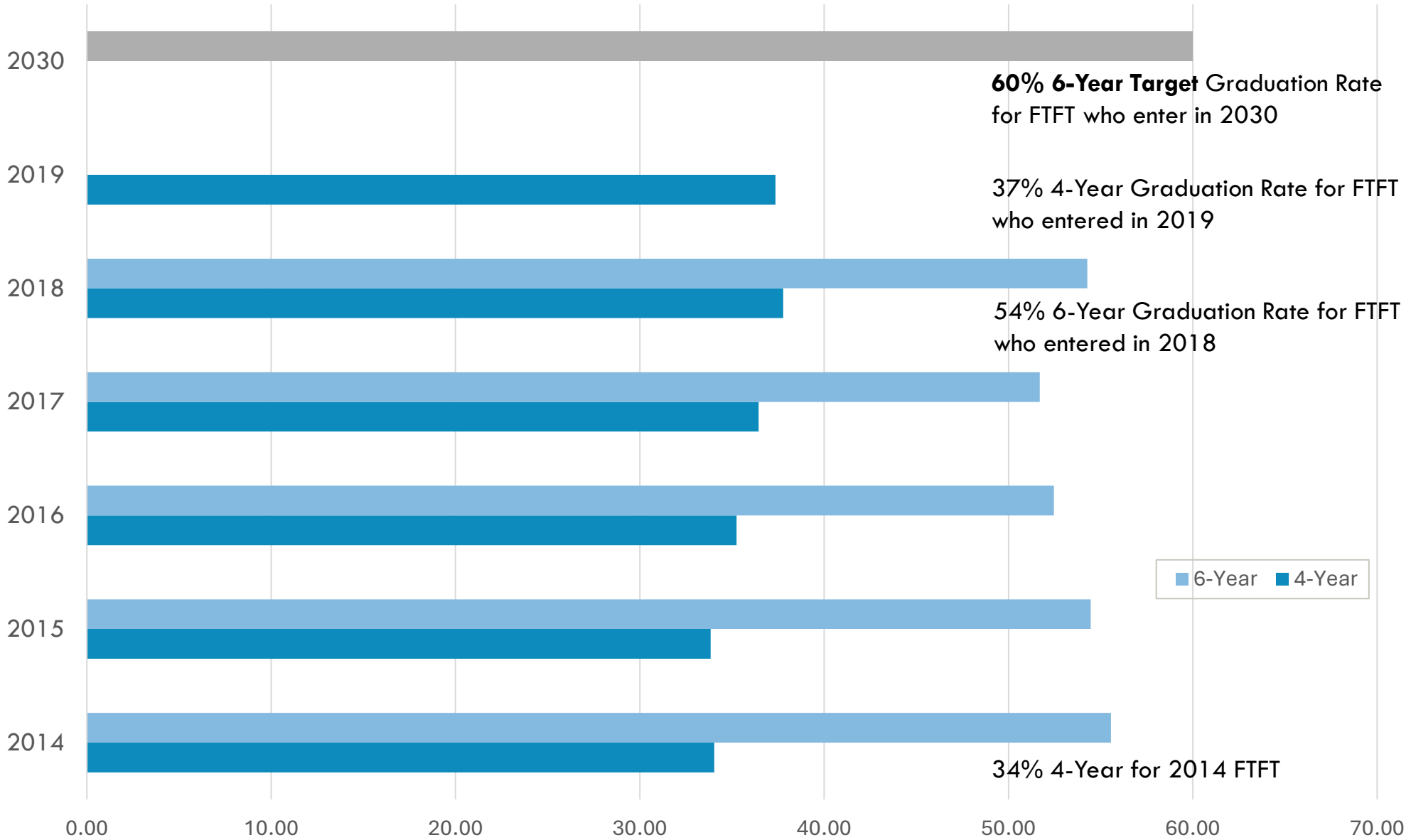
A majority of UNM undergrads come from groups historically under-represented in college. This means that UNM needs to provide navigators and foster student self-efficacy since not all students have a college-savvy ally at home.



- 80% of undergraduates come from New Mexico, a state ranking 50th in the nation in fourth-grade literacy and eighth-grade math proficiency.
- UNM's ~17,000 undergraduates are 58% female, 50% Hispanic, 6% Native American, 3% African American/Black, and 3% Asian, Asian American and Pacific Islander, 4% two or more races. Many UNM students are the first in their families to attend college/"First Gen."
- 3.4 is the average High School GPA for students who enter UNM as their first university and who attend full-time (FTFT). (Compare this with the 3.9+ GPA at UC Riverside, a diverse school with many low-income students and higher graduation rates than UNM).
- 30% of undergraduates are transfer students: 51% of these from other NM schools; 38% from Central New Mexico Community College (CNM); 4% from UNM branches.



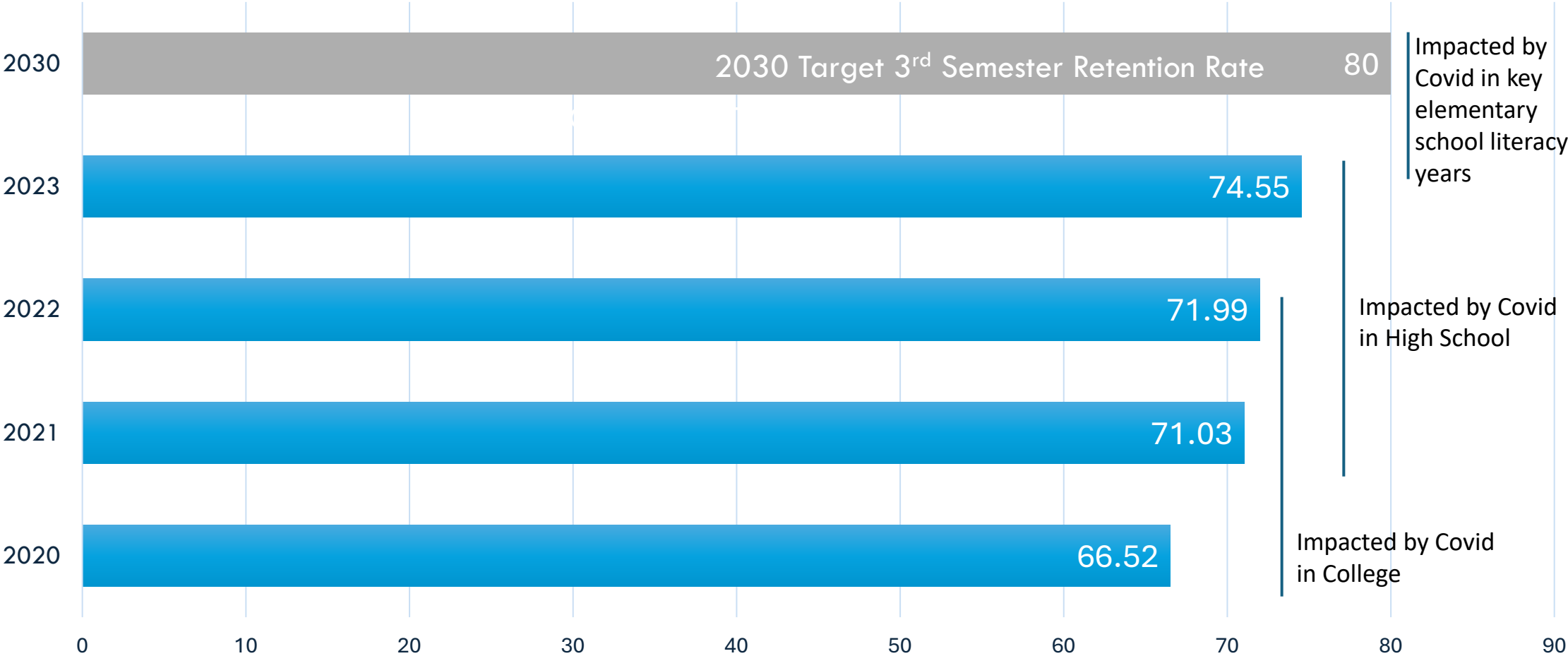
Improving outcomes for UNM undergraduates requires long-term investment and system change.



Percentage of Students who entered for the First Time and as Full Time Students (FTFT) Retained to 3rd Semester



Students who make it to the 3rd semester are likely to graduate. UNM-wide efforts have contributed to an **8-percentage point improvement in 3rd-semester retention since 2020** (beginning of Covid disruption).



Short-Term/Leading Indicator: Percentage of FTFT retained to 3rd-Semester who entered 2020-2023



**More UNM undergraduates are lower income than at other R1s and state flagships.
This complicates their journey.**



PELL Grant recipients comprise 41% of the undergraduate population, or 13 percentage points more than the average at R1 & R2 universities 2019.

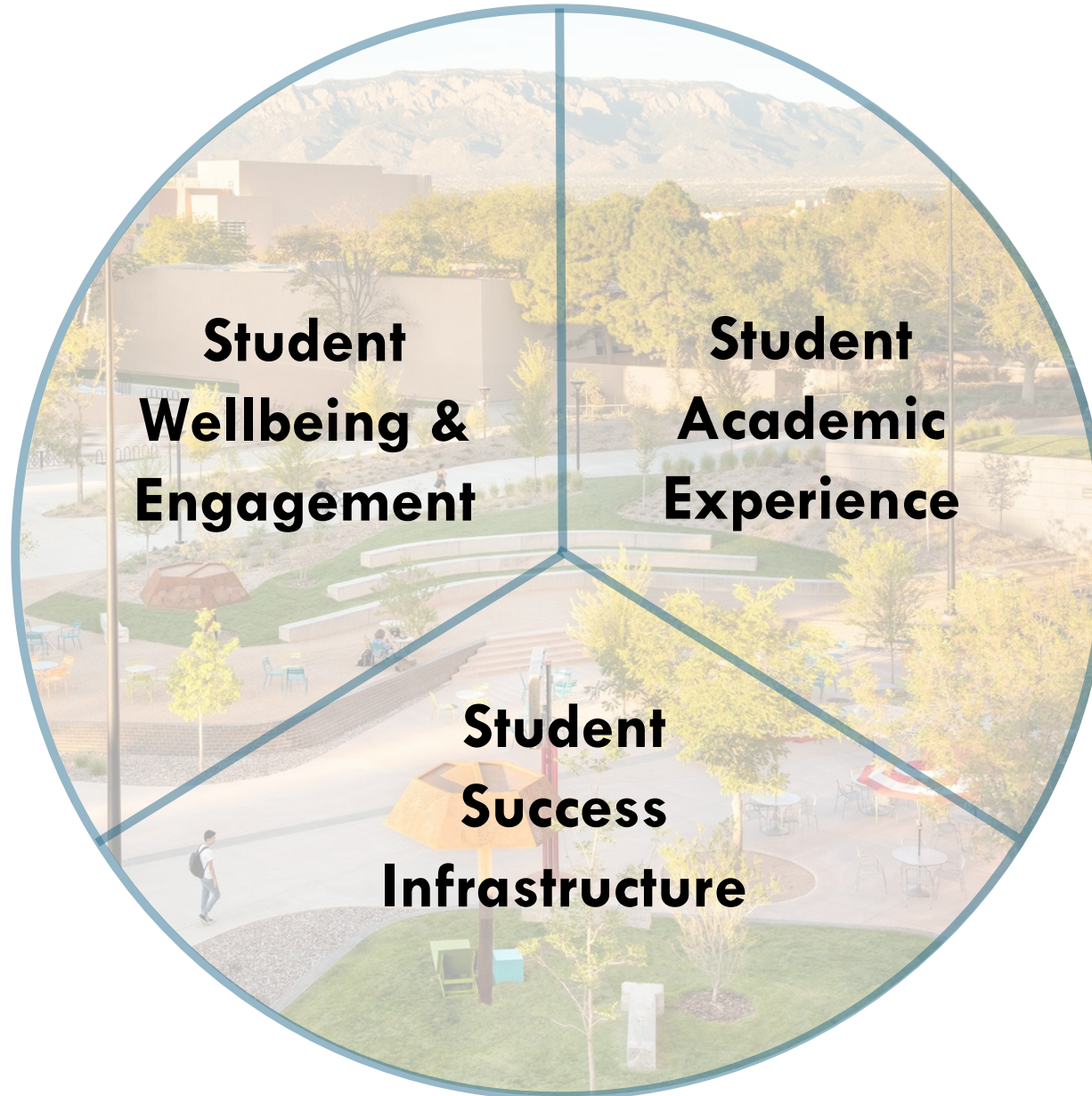
UNM is #1 among State Flagships with the highest percentage of PELL Grant recipients and #9 among all U.S. universities for percentage of PELL recipients.

Students who maintain Legislative Lottery Scholarship eligibility and receive PELL, only need to pay about \$3,000 annually out of pocket to meet the full cost of attendance.

Financially insecure students are far more likely to withdraw from college than their peers.

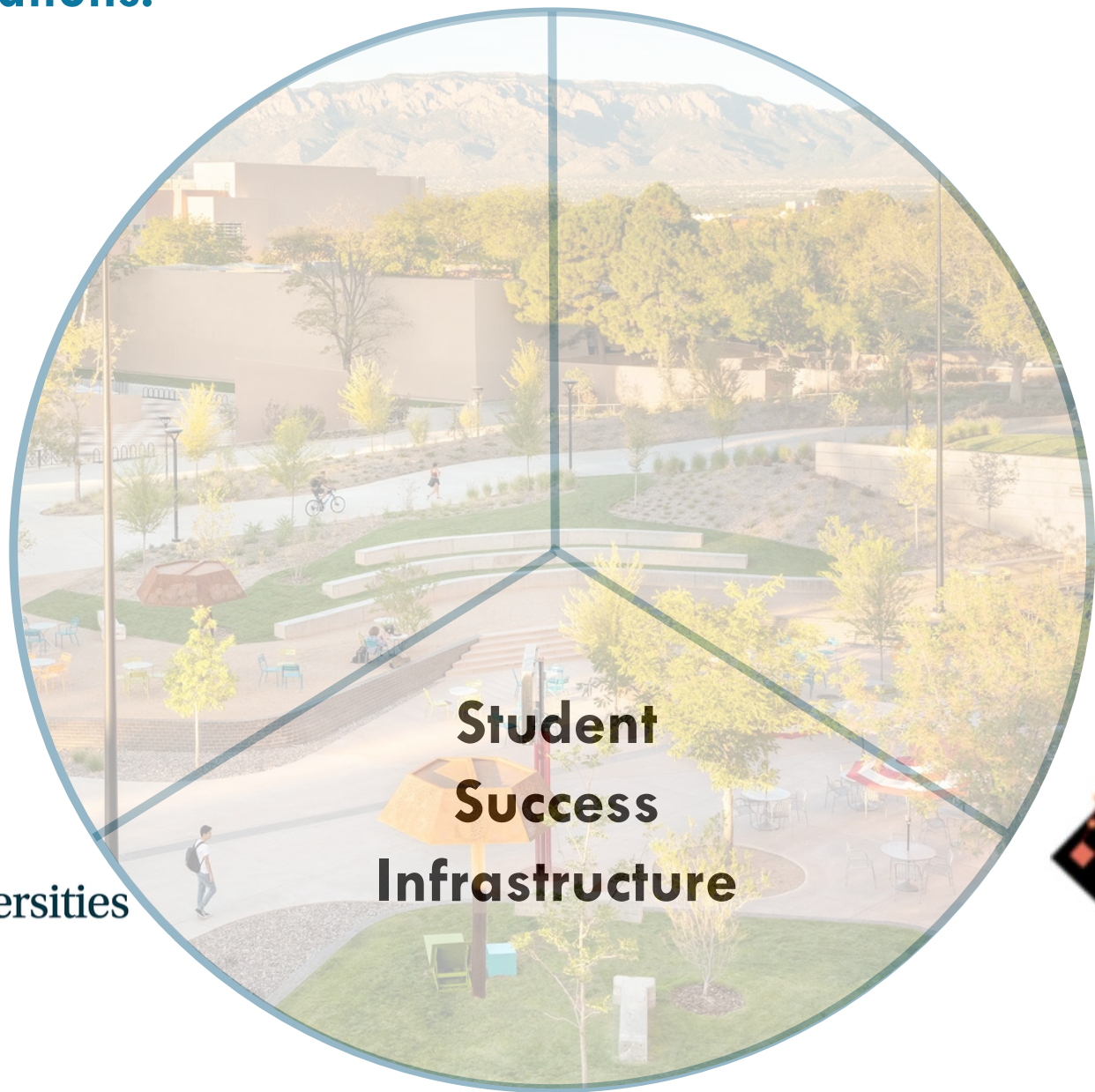


UNM is making long-term investments in student success to improve graduation rates and persistence in three major areas.

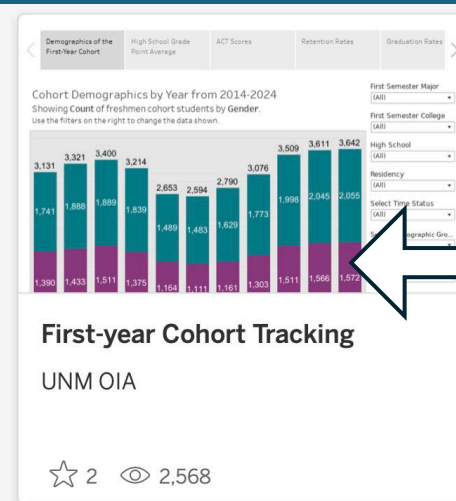
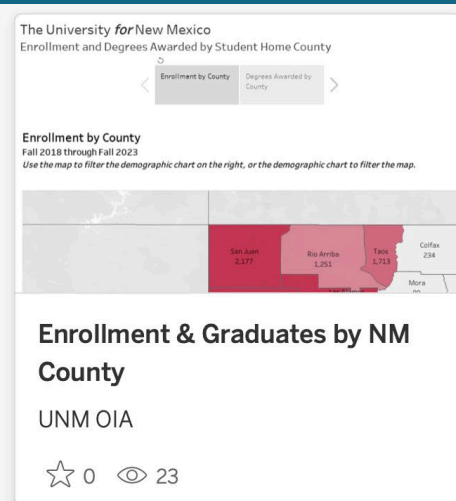
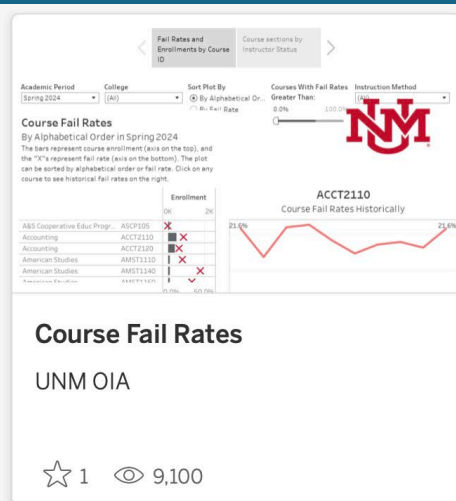
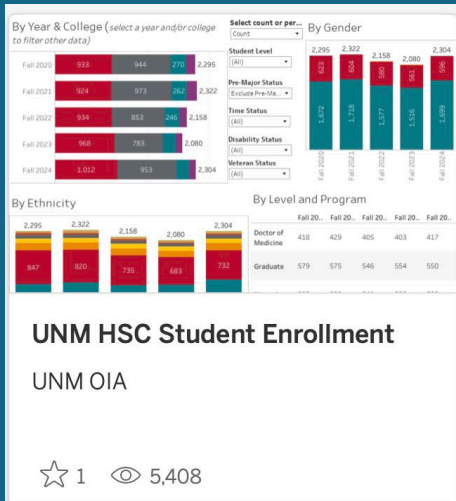


UNM's work on student success infrastructure is guided by membership in best-practice organizations.

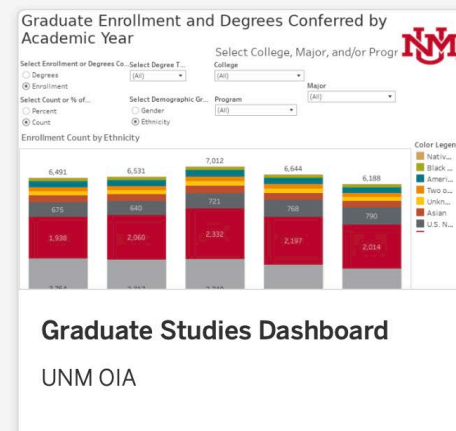
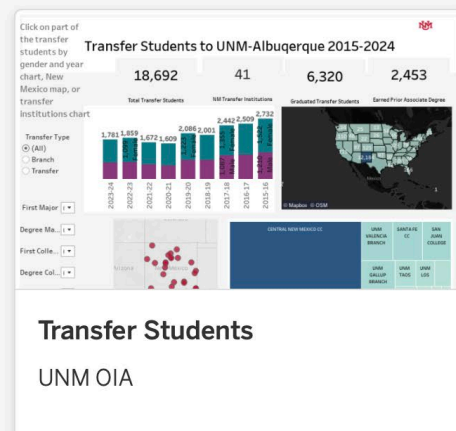
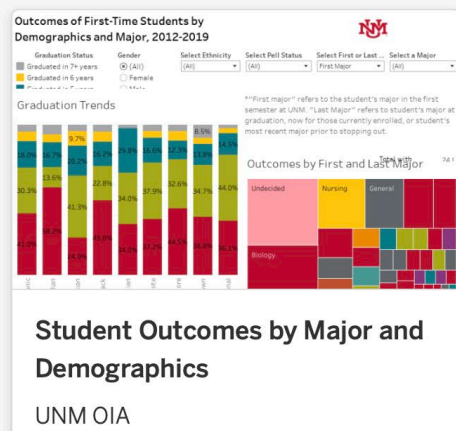
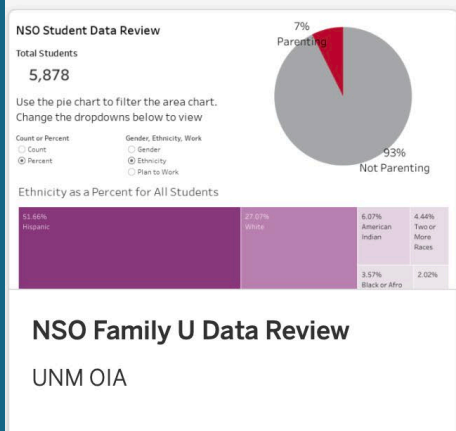
UNIVERSITY
INNOVATION
ALLIANCE



Data-informed decision-making enables proactive interventions and change to systems. This requires high quality information. You can track what we know by consulting data tableaux produced by our Office of Institutional Analytics: <https://public.tableau.com/app/profile/unm.oia/vizzes#!/>



this tableau allows you to follow our first-years





STUDENT
HUB

We have invested in a central UNM platform enabling students to follow a single-login guided path for their journey. Staff and faculty can intervene to support persistence, engagement, and opportunities by relying on consistent longitudinal information.

Student Hub is a Constituent Relationship Management System (CRM) —Salesforce EdCloud— that is Cloud based. It is being customized for the entire UNM system and will ultimately include an AI-powered knowledge base.

It will debut as an advising tool in 2025 and will address most phases of the student journey by 2028.





The new Transfer and Transition Student Center
opened October 21, 2024

We are redesigning advising around proactive, targeted, and well-trained academic advising teams.

Reorganization of academic advising roles, responsibilities, and task management

Clear degree pathways & resource guides for students

Prediction of course needs

Advising partnerships across transfer schools

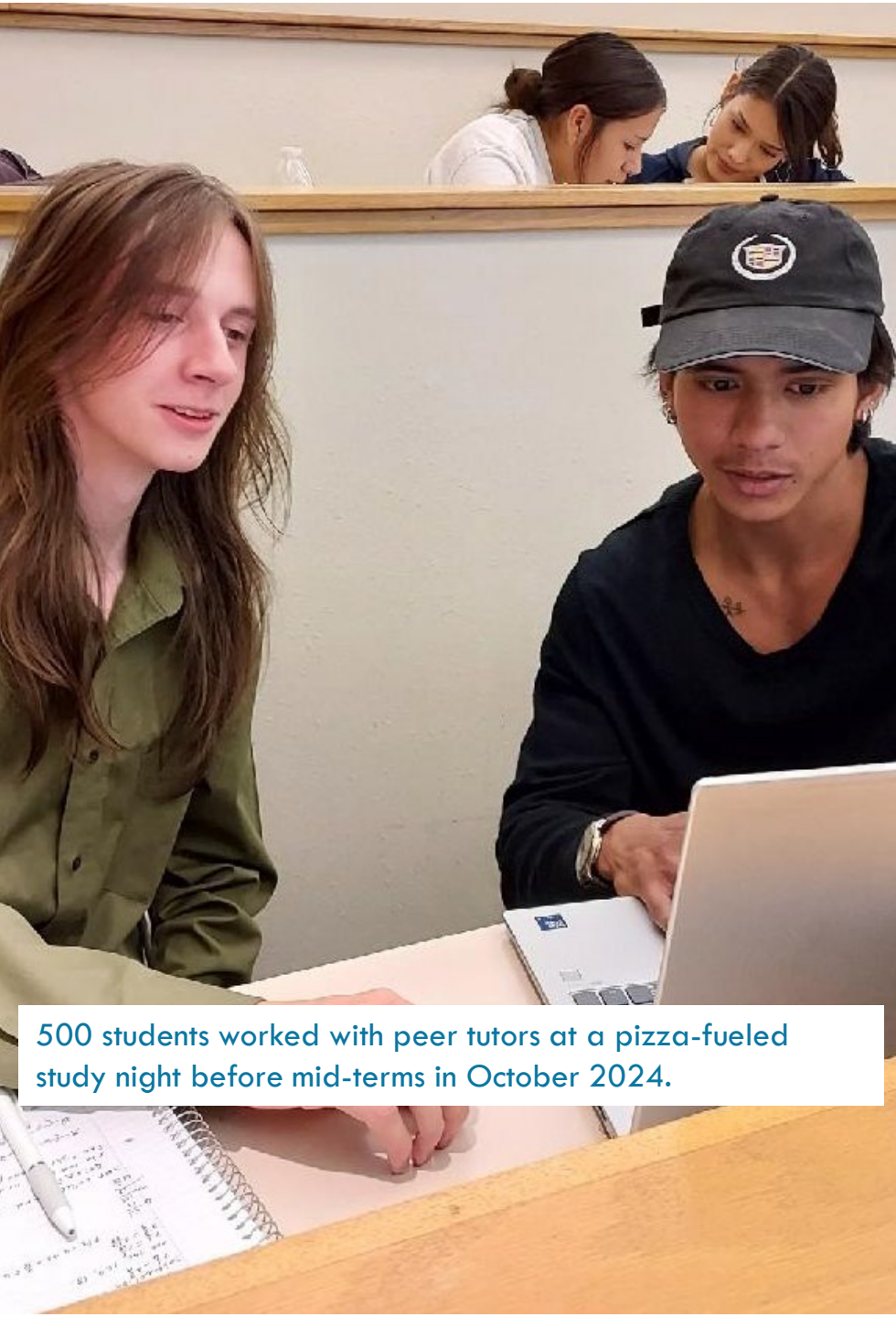
Student support teams

Texting “nudges” to prompt student engagement

Proactive/early alerts followed by direct outreach.

Quick help “button” for students





500 students worked with peer tutors at a pizza-fueled study night before mid-terms in October 2024.

We offer comprehensive student learning support and continue to refine our model.

In 2022-23, the Center for Teaching and Learning offered peer tutoring, supplementary instruction, on-demand workshops, and an online writing lab to 4,036 undergraduates and 862 graduate students (21,000 visits).

It is one of only six centers to be designated as a Learning Center of Excellence by the National College Learning Center Association.

Students can also access math help tables, services at the Engineering Student Success Center, and the peer learning facilitator program.

A collaboration with 'Behavior Change for Good' researchers at the Wharton School is providing first-year students with text nudges on time management and good study habits.





**Student
Academic
Experience**





Arlin Diaz Torres was an undergraduate in nutrition who worked as a peer tutor with Dr. Debbie Luffey. Now he is a graduate student in nutrition and is her GTA.

Engaging students in the classroom is the core of student success. The most important intervention remains the moment that an instructor notices a student and invests in building the student's skills and sense of possibility.

Faculty training to build equitable learning environments in their classrooms or online:

- 260 instructors in the UNM Student Experience Project to date
- Reboot of Faculty-Student Experience Project 2.0: analytics, observation, professional course design, embedded tutoring...
- Graduate Teaching Assistant training
- 65 Fellows in Expanding Course-Based Undergraduate Research
- All online instructors collaborate with CTL course designers





Some of the 140 students who participated in the Undergraduate Research Opportunity Conference April 12, 2024

Faculty invest in creating a range of opportunities for students in and outside of the classroom.

This year, newly proposed degree programs include a B.S. in Interdisciplinary Engineering, a post-Baccalaureate degree in Trilingual and Indigenous Interpreting, and a Graduate Certificate in Collaborative Print-Making.

Faculty mentor students on **research projects**, such as Assistant Professor of Civil Construction and Environmental Engineering Anjali Mulchandani's direction of the Grand Challenges Climate Science Communication Fellowship.

Faculty also lead **study abroad** classes, such as Rhonda Brulotte's "Exploring Oaxaca Through Food and Craft" in Oaxaca, Mexico."

Lastly, training and resources facilitate faculty-led **community engaged** learning.



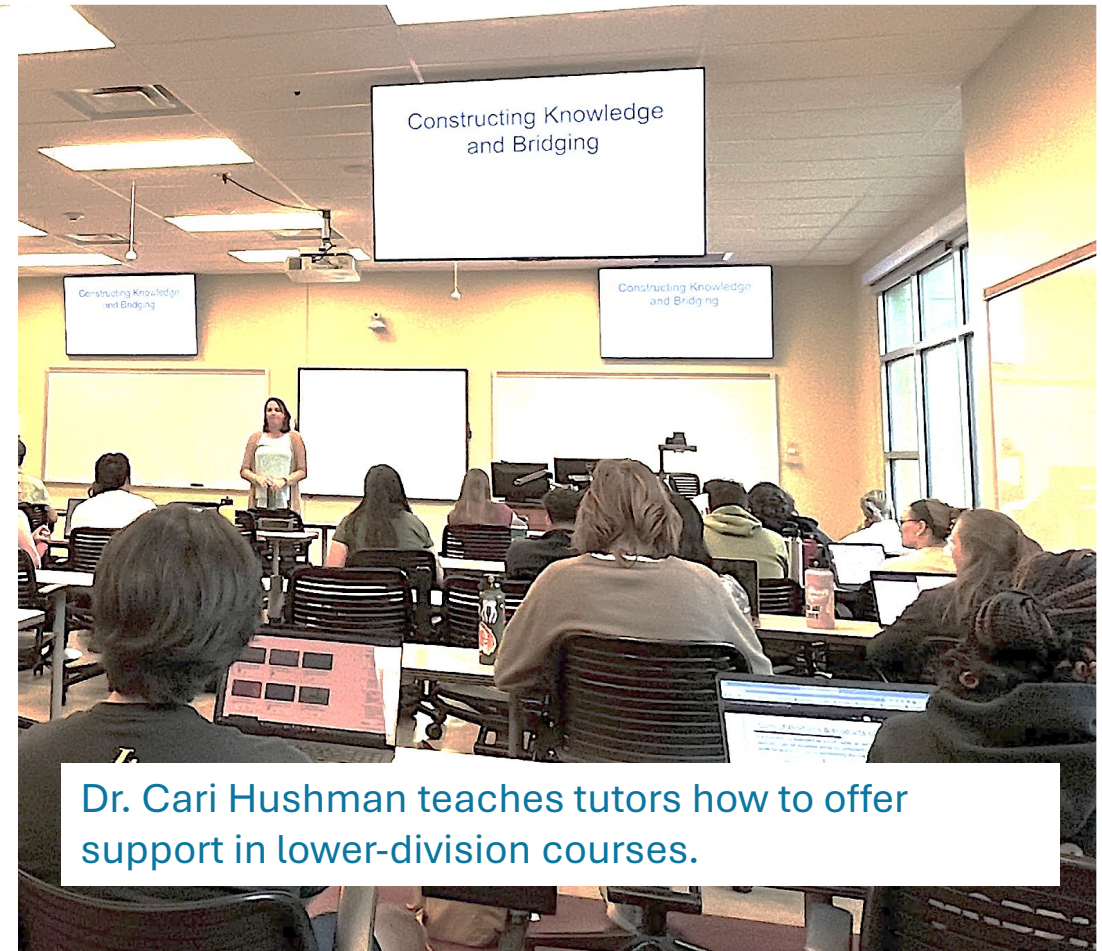
Improving academic outcomes in the first three semesters is a top UNM priority. Support structures in lower-division yield students who access help and navigate university opportunities successfully throughout their journey.

Low grades or drops cause many students to lose NM financial aid eligibility. NM students who lose NM scholarships make up the majority of FTFT students who leave UNM early on. About 80% of NM students who started in Fall 2022 and 2023 who left UNM before the third semester had lost scholarship eligibility.

Students with 3 or more drops (withdraws or “W” grade) are less likely to graduate than their peers.

Many failing grades or withdraws (DFWs) are concentrated in lower-division (1000- and 2000-level) courses.

TACTICS: faculty training, embedded student support, academic recovery courses and co-requisite courses



Dr. Cari Hushman teaches tutors how to offer support in lower-division courses.



Course redesign for lower-division courses taken by first-year students can supply the opportunities for learning how to navigate college and take advantage of college opportunities and resources. UNM is developing:

1. A curriculum-based approach to meeting first-year students where they are and also to referring them to wellness and engagement opportunities.
2. Comprehensive redesign of lower-division math into a STEM pathway and a Quantitative skills pathway with co-requisite support
3. Distribution of College Transition Skills across the General Education Curriculum and continued offering of first-year experience courses
4. Wrap-around enhancement of high enrollment/high fail-rate courses with proactive outreach, course design, parachute courses, peer tutoring, etc.



With new leadership in Graduate Studies, a strategic plan for strengthening graduate and professional student outcomes is on the way. Colleges, schools, and branches are engaged in their own strategic planning and collaborative contributions to the world of student success work at UNM.

